INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT
FOR:

Brainfuse

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description		Criminal Background Checks	
Recruiting Materials		Instruction is clear		Health/safety laws & regulations	
Academic Program		Time on task is appropriate		Financial viability	
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable			
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio:			

(As per the on-site monitoring rubric instructions, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since Brainfuse's document and compliance analysis was completed during the 2006-2007 school year, only a limited document analysis was completed for the 2007-2008 school year).

An observation could not be conducted for Brainfuse in 2006-2007 due to scheduling conflicts An observation will be conducted for this provider in the 2007-2008 school year.

ACTION NEEDED:

• The progress report is satisfactory. However, please see two recommendations listed in blue in the "Progress Reporting" section.

On-site Monitoring Visit Rubric
DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Brainfuse

DATE DOCUMENTATION RECEIVED: 4/1/08

REVIEWER: MC

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	**ALL** of the following: -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.)	• Tutor policies • Instructional strategies document • Software training • Tutor introduction packet • Tutor log-in records for training • Online newsletters		X	• Training materials submitted include Brainfuse policies, which cover complaint procedures; attendance, conduct, and disciplinary procedures; student release information; incentives; substitute tutor policies; safety procedures; and online program overview. Tutor welcome packet includes strategies for online behavior management, as well as guidelines related to attendance, behavior, and tutor conduct. • Tutors participate in initial orientation training and then are monitored daily. In addition, tutors receive weekly and monthly online newsletters with updates and information. • Additional professional development materials include strategies for working with students of varying levels and dealing with student behavior, as well as using the software.
Progress Reporting	**ALL** of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports	• Sample progress reports • Contract with EVSC • SES agreements • Timeline for sending progress reports		X	• Progress reports are sent monthly. • Surveyed district indicated that progress reports have been sent in a timely manner. • Progress reports include all information required on the IDOE progress reporting checklist; however, progress reports should also include the name of the tutor. • Standards to be covered listed on the

	-Documentation of reports sent	• Documentation of reports sent			progress report exactly match the SES agreement. Goals on SES agreement are measurable and include how much a student is expected to grow, after how long, and with what measurement. It may be helpful to phrase the goals on the progress report in terms of what the student should be able to accomplish (i.e., as written in the SES agreement: after 33 sessions, student will be able to demonstrate 80% accuracy in reading, etc.) or list the standards to be covered as well as the specific goal noted on #5 of page 4 of the SES agreement. • The final progress report details pre- and post-assessment results, skills mastered, and suggestions for further improvement.
Assessment and Individual Program Design	**ALL** of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	• Student intervention plans • Description of process for developing plan • Sample assessments and sample correlations to standards		X	• Student intervention plan includes pre-assessment results, instructional materials to be used by the provider, learning strands to be covered as well as those strands connections to Indiana academic standards. Plan also includes specific measurable goal and timeline for achieving the goal. Both parents and the provider sign off on the plan. • Student intervention plans are designed using the Brainfuse assessment, which identifies areas of weakness for the student and selects lessons for the student and tutor to cover. • Sample assessments specifically identify standards for students to cover; on the individual intervention plan, those standards (learning strands) are listed.

On-site Monitoring Rubric
OBSERVATION Components

NAME OF PROVIDER: **DATE:**
SITE: **REVIEWER:**
TUTOR'S INITIALS (ALL TUTORS OBSERVED):   **TIME OF OBSERVATION:**
NUMBER OF LESSONS OBSERVED:

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

Due to scheduling conflicts, the IDOE was unable to conduct an observation for this provider in 2007-2008. This provider will receive an observation in 2008-2009.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application					
Instruction is clear					

Time on task is appropriate				
Instructor is appropriately knowledgeable				
Student/instructor ratio: Ratio matches that reported in original provider application			███	